ESEA FOR LEAs

Part Six:
Completing the Fiscal Application

Erik M. Francis, M. Ed, M. S.
Title I Unit
Arizona Department of Education

Strategies / Action Steps

- **Staffing – Who will deliver the Title I services?**

- **Supplies – What Title I instructional supplies and materials are needed to ensure the strategy is implemented effectively?**

- **Professional Development – What kind of assistance and training will Title I staff need in order to implement the strategy AND use the instructional materials effectively?**

- **Hardware: What technology needs be purchased to support the academic interventions?**

BUILDING YOUR BUDGET

Budget

- Supplement, not supplant.
  - Provide additional assistance to students identified as at risk for a particular subject (reading or math).
  - Cannot be used to replace resources/services already provided in the regular school program (e.g. special education, English Language Learners).
- Consider the following:
  - What can the LEA provide in addition to what is already provided through its curriculum to assist students identified as at-risk in the areas of reading and/or math?

Instruction

Support Services

Support Services Admin.

Capital Outlay

Direct Instruction to Students
- Instructional Staff
  - HQ specialists
  - HQ interventionists
  - HQ paraprofessionals

- Instructional Materials
  - Supplemental to core academic classroom instructional materials
  - Title I students only

Support for Title I Program
- Professional Development for Title I staff only
- Support staff for Title I program

Administration of Title I Program
- LEA based leadership

Materials/Hardware for Title I Program
- Technology

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- Instructional Staff
  - HQ specialists
  - HQ interventionists
  - HQ paraprofessionals

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Position	Funded for Title I Targeted Assistance?
Title I Specialist	
After School Teachers	
Summer School Teachers	
Data Coordinator	
School Improvement Coordinator	
Title I Program Improvement Coordinator	
Reading or Math Coach	
Federal Program Coordinator	
Principal	
Schoolwide Coordinator	
Curriculum Coordinator	
Homeless Liaison	
Social Worker	
Counselor	
Preschool Teacher	
Kindergarten Teacher	
Title I Coordinator	
Parent Coordinator/Liaison	
Aides/Paraprofessional	

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Service Delivery – Teacher

Reading	Mathematics

Service Delivery – Teacher

Reading	Mathematics
• *Teachers who instruct specific classes in reading must have a reading endorsement.* • *If a regular elementary teacher is teaching a Title I reading class before or after school, they must have a reading endorsement.*	

Service Delivery – Teacher

Reading	Mathematics
• Teachers who instruct specific classes in reading must have a reading endorsement. • If a regular elementary teacher is teaching a Title I reading class before or after school, they must have a reading endorsement.	• *Grades K-6: An elementary school teacher providing Title I interventions in math must be highly qualified by passing the AEPA for Middle School mathematics.* • *Grades 7-12: A teacher must meet the highly qualified requirements for instructing math.*

Service Delivery – Teacher

Reading	Mathematics
• Teachers who instruct specific classes in reading must have a reading endorsement. • If a regular elementary teacher is teaching a Title I reading class before or after school, they must have a reading endorsement.	• **Grades K-6:** An elementary school teacher providing Title I interventions in math must be highly qualified by passing the AEPA for Middle School mathematics. • **Grades 7-12:** A teacher must meet the highly qualified requirements for instructing math.

Must be highly qualified.

Must not be the teacher of record.

Service Delivery – Paraprofessional

Responsibilities	Restrictions
• Work in close proximity with the teacher of record and Title I students. • Has specific functions outlined in a written plan that supplements what the classroom teacher instructs in the regular classroom. • Reinforce skills and oversee learning activities.	

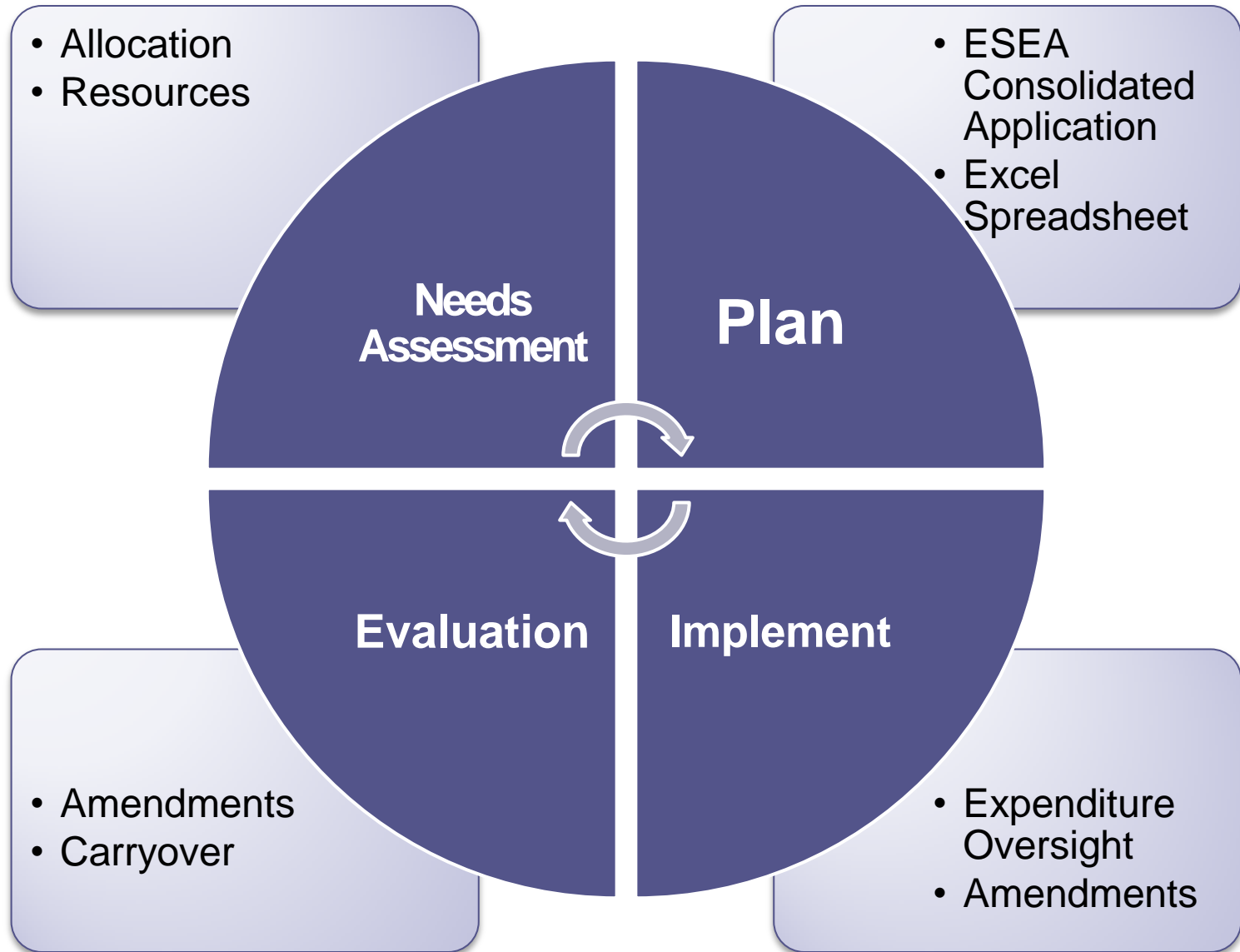# Service Delivery – Paraprofessional

Responsibilities	Restrictions
• Work in close proximity with the teacher of record and Title I students. • Has specific functions outlined in a written plan that supplements what the classroom teacher instructs in the regular classroom. • Reinforce skills and oversee learning activities.	• *Must be highly qualified.* • *Must be supervised by a highly qualified teacher.* • *Does not make judgment calls or evaluations.* • *Does not discuss student achievement with parents.* • *Does not provide homework help.* • *Does not teach new material.* • *Does not act as an assistant to the teacher.* • *Does not work with the student all day.*

Application Process

- Allocation
- Resources

- ESEA Consolidated Application
- Excel Spreadsheet

Needs Assessment

Plan

Evaluation

Implement

- Amendments
- Carryover

- Expenditure Oversight
- Amendments

Eligibility

Richard Valdivia

Deputy Associate Superintendent

Academic Achievement, Operations

richard.valdivia@azed.gov

[Guidelines to Determine Eligibility]

Creating the Inventory List

<u>Create a spreadsheet documenting the following</u>:

- How many items of the materials purchased
- Description of the materials (may include whether the materials are used in the areas of reading/math)
- Cost of the item (total cost)
- Date of purchase
- Location of the materials
- Teacher in charge of the materials

• LEA site administrator/Title I coordinator should keep the inventory list in their office.

FY12 ESEA Consolidated Application

<u>8 Spreadsheets</u>

1. Instructions
2. Title I Set Aside Table
3. School Selection Table
4. FTE Descriptions – Certified
5. FTE Descriptions – Classified
6. Private School Services
7. Title II CSR Table
8. Title I-D Table

Date		8/31/11	LEA:		0		CTDS:	0

NOTE: The shaded items above are entered in the Instructions page of this file. You don't need to enter them again.

Set-Asides for 2011-2012 Title I-A Fund Allocations

Item	LEA Title I-A Set-Aside Descriptions	FY2012 Title I
1	*Support LEA Administration -* If applicable, the equitable set aside for admin for private schools should be entered in Item 3 below, not here.	$0.00
2	*Indirect Costs,* if applicable.	$0.00
3	*Title I Services to Private Schools:*	
	Equitable portion of funds for parent involvement:	$0.00
	Equitable portion of funds for professional development:	$0.00
	Equitable portion of funds for administrative activities:	$0.00
4	*LEA Instructional Programs,* such as summer school programs or pre-school. Descriptions must be included in your Continuous Improvement Plan in ALEAT.	$0.00
4A.	*Salary Equalization and Financial Incentives for Title I Teachers per NCLB Section 1113(c)(4)*	$0.00
5	**TI allocation of $50,0000 or more = ½ % of funds** **TI allocation less than $50,000 = $100.00**	
6	**1% set-aside <u>required</u> for districts with allocations of more than $500,000**	
7	*Professional Development for Title I Staff* to improve instruction in funded schools.	$0.00
8	**Schools identified for improvement spend an amount equal to 20% of their Title I-A allocation divided as follows:** • **An amount equal to 5% for public school choice Transportation for students** • **An amount equal to 5% for SES** • **An amount equal to 10% for either or both, depending on demand**	
9	*LEA Improvement PD -* For additional information, see: Title I LEA Improvement If LEA is designated for *LEA* Improvement in 2011-2012, a 10% set-aside to be reserved to provide professional development is required until the LEA is removed from LEA improvement status. See **Requirement 3 in the NCLB Consolidated Application Directions**. See "LEA-School Imp Set Aside" sheet below (in yellow) to calculate school-level contribution.	
9A.	*School-level PD set aside = [$0.00] Reduced LEA-level PD set aside = [$0.00]*	$0.00
	***************************DO NOT ENTER ANYTHING INTO BLUE CELLS ABOVE*************************** *Amount from the 10% of *school-level* Title I budget that can be applied to the LEA Improvement required 10% set aside for PD thereby reducing that amount. **AUTOMATICALLY POPULATED**	
10	*Neglected or Delinquent Support -* Additional support for neglected or delinquent students. **Only** LEAs that reported student counts are required to set aside funds for transition or other support programs.	$0.00
	TOTAL SET-ASIDES (Do not enter anything here; it is calculated for you.)	$0.00

Item	Determining Funds Available for Distribution to Schools	TI Amount
12	Enter Title I-A grant allocation for 2011-2012	$0.00
13	Subtract *Total Set-Asides*	$0.00
14	Carryover from 2010-2011 *(To be entered during the amendment process with approved completion report.)*	
15	Funds Available to Schools (calculated for you). This amount will be entered automatically in **Funds Available to Schools** on the **School Selection Table** page.	$0.00

School Selection Table

1. Enter the total number of schools in LEA.
2. Check one (X) if schools are served:
   - Grade Span (indicate grade levels)
   - Without regard to grade span
3. Check (X) for the following:
   - Less than 1000 enrolled in the LEA
   - Same per pupil allocation (PPA) for all schools
   - Varied PPA for all schools.
4. Check (X) if serving schools below 35%.
5. Funds automatically available to school.
6. Complete table.

Date	8/31/11		LEA Name:		0	

School Selection Table
FY2012 Title I Allocations by Rank Order

Complete LEA Information and Totals. Provide information for **ALL** schools in the district or charter **whether or not they will receive Title I funds**.
Delete extra rows before submitting this file to ADE.

1. Number of schools (total # of schools in LEA)

#

4. Check (X) here if serving schools below 35%
MUST apply 125% Minimum
per-child allocation rule**

2. Check one (X) if schools served by:

grade span OR **X** Enter grade span: [   ]
without regard to
grade span

5. Funds Available to Schools
(automatically calculated)
Title I Funds $0
Must equal column 9 Total below.

3. Check (X) all that apply:

Less than 1000 enrolled in
the district*
Same PPA for all
schools **X**
Varied PPA in rank
order

6. Complete table. Note: Once you insert numbers in columns

4, 5 & 6 below, the (#DIV/O!) in column 7 will go away.

Select all school data and sort *from highest to lowest* poverty.

PPA must be ranked in the same order as the poverty percentages for

each school or equal for all schools.

* Districts with less than 1000 students and/or only one building per grade span must complete this page, *but are not required* to rank order schools for TI-A funding or apply the 125% Rule (see below).
** 125% Rule: applied if serving schools below 35% - see comment in cell H7 under 4 above. Calculate PPA by formula.

Abbreviations:

NF = Not funded

PPA = per pupil amount

TA = Targeted Assistance

SW1 = Title I funds only are used for Title I program

SW2 = All federal funds are used for Title I program

SW3 = All federal, state, and local funds are used for Title I program

	Enter name of schools listing school with largest poverty count first.	Enter grade span	Identify Title I Program for each school (SW1, SW2, SW3, TA, NF)	Enter total school pop.	Enter poverty count	District with private school within bound-aries only.	Automatic Calculation	Enter cost per pupil	Automatic Calculation	District with private school within boundaries only
TOTALS										
1										
2										

Summary of Certified/Professional FTEs Supported by ESEA ConApp Funds

Includes personnel such as teachers, staff developers, program administrators.

- <u>Instruction</u>: Personnel who will have direct contact instructionally with students.
  - Title I teachers, reading specialists, tutors, substitute teachers
- <u>Support Services</u>: Staff developers, instructional coaches
  - Title I: Professional development for Title I teachers only at TA schools.
  - Title II: Professional development for all teachers at the school.
- <u>Support Services Administration</u>: Program directors specified as Title I. *Not principals or site administrators.*

FTE Descriptions – Certified/Classified (Cont'd)

Under **1000 Instruction**:

- <u>Column A</u>: Select Title I Program Type
  - PI/PO – Push In/Pull Out
  - B/AS – Before/After School
  - SS – Summer School
  - HS – High School Elective Class
  - SatS – Saturday School
  - INT – Intersession
  - K-SW – Kindergarten Schoolwide
  - K-TA – Kindergarten Targeted Assistance

FTE Certified Table

Title I Program Type	Title I School Name	Select content of Title I program	Title I		Title II funds may not be used for Class Size Reduction. Click on link below for TII-A guidance.	Budgeted Amounts by Funding Source Salaries + Benefits		Total for Teachers $
			# of Teachers	Total # of FTEs		Title I	Title II-A	
					Arizona Guidance for Title II-A			
			0.00	0.00		$0	$0	$0
PI/PO B/AS SS HS SatS INT K-SW KTA	Enter the name of the school.	Select from drop down box the content of the Title I program (Reading, Math, Both)	Enter number of staff.	Enter FTE 1.0 FTE = full time		Enter total salary + benefits		Automatic Calculation

1000 Instruction

Enter the total # of certified teachers and # of corresponding FTEs they represent

FTE Certified Table

	2100 Support Services	Enter the total # of certified support personnel and # of corresponding FTEs they represent				Budgeted Amounts by Funding Source Salaries + Benefits		Total for Professional Support Services Staff $
		Title I		Title II-A				
		# of Cert. Support Serv.	Total # of FTEs	# of Cert. Support Serv.	Total # of FTEs	Title I	Title II-A	
Totals	Position	0.00	0.00	0.00	0.00	$0	$0	$0
	List all certified positions that provide support to the Title I program. (e.g. Title I coordinator) **Title II Mentor Teachers Instructional Coaches**	**Enter number of staff.**	**Enter FTE 1.0 FTE = full time**	**Enter number of staff.**	**Enter FTE 1.0 FTE = full time**	**Enter total salary + benefits**		$0
								$0
								$0
								$0
								$0
								$0
								$0

FTE Certified Table

	2300 Administration	Enter the total # of certified administrative personnel and # of corresponding FTEs they represent				Budgeted Amounts by Funding Source Salaries + Benefits		Total for Professional Admin Staff $
		Title I		Title II-A				
		# of Certified Admin.	# of FTEs	# of Certified Admin.	# of FTEs	Title I	Title II-A	
Totals	Position	0.00	0.00	0.00	0.00	$0	$0	$0
								$0
								$0
								$0
								$0

List the LEA certified employees overseeing the Title I program.

Summary of Classified/Clerical FTEs Supported by ESEA ConApp Funds

Includes paraprofessionals, parent translators, clerical program staff.

- <u>Instruction</u>: Personnel who will have direct contact instructionally with students.
  - Title I: paraprofessionals
- <u>Support Services</u>: Clerical support
  - Title I: data clerk, office support for Title I program only

FTE Classified Table (Paraprofessionals)

Title I Program Type	Title I School Name	Select content of Title I program	Enter the total # of paraprofessionals and # of corresponding FTEs they represent. Then enter total of salaries & benefits.		
	1000 Instruction		Title I Paraprofessionals		
			# of parapros	Total # of FTEs	Budgeted Amounts (Salaries + Benefits)
			0.00	0.00	$0
Identify Title I Program for each school.	Enter the name of the school.	Select from drop down box the content of the Title I program (Reading, Mathematics, Both)	Enter number of staff.	Enter FTE 1.0 FTE = Full Time	Enter total salary + benefits

ESEA Title II, Part A

<u>Purpose</u>

- To increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and sure that all teachers are highly qualified.

Improving Teacher Quality State Grants

October 5, 2006

Improving Teacher Quality State Grants

Priorities of Title II, Part A

1. Professional Development for Continuous School Improvement

2. Teacher Quality and Effectiveness

Further Information About Title II-A Funding

Arizona Guidance for Title II-A Funding

Submission of Spreadsheet

E-mail your "NCLB Consolidated Application Tables with ARRA Title I Cells" (NCLB Con App Tables) as an attachment to the NCLB Application Inbox at NCLBCONApp@azed.gov.

Grants Management

1. Log on to the Grants Management System and select the *2010 No Child Left Behind (NCLB) Consolidated Programs – Titles I-A, I-D, II-A* application.

2. Enter contact names and e-mail addresses. At least two are recommended.

3. Enter Budget Line Items – review the [USFR Chart of Accounts](.).

4. Enter Budget Descriptions: Instruction, Support Services, Support Services Administration.

Grants Management (cont'd)

5. Make sure all program activities and professional development activities are supplemental and aligned to consolidated plan. ***All items must be identified by TA or SW school name.***

6. Label each Title I set aside and clearly describe it in the line item descriptions. Descriptions must identify what is being purchased and how it will support the Title I program/serve Title I students.

7. All items must be identified by TA or SW school name.

Amendments

- Changes made over the course of the year to reallocate funding due to changing needs.
- Completed through Grants Management.
- Excel spreadsheet may need to be resubmitted.
- Must be requested prior to March of the current academic year.
- Schools may not reallocate funding from required set asides – e.g. homeless.
- Schools in LEA improvement may not reallocate funding from required professional development.

Consider the Following When Applying for Title I Funding

- Funding in Grants Management application must match funding in the Excel Consolidated Application.

- Manage allocation of funding based upon total amount of allocation. <u>Prioritize</u>!

- Be very specific in line item descriptions.
  - Designate whether the requested item will be paid with Title I or Title II funding.
  - Explain how the requested item will support the Title I program/serve Title I students.